

Writing Standards Progression from Grade 8 to Grades 9-10

In grades 9 and 10, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, students are expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.9-10.1-3).

Grade 8, Standard 1 (W.8.1)

Write arguments to support claims with clear reasons and relevant evidence.

1. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
3. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
4. Establish and maintain a formal style.
5. Provide a concluding statement or section that follows from and supports the argument presented.

Grade 8, Standard 2 (W.8.2)

Grades 9-10, Standard 1 (W.9-10.1)

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.
2. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
3. Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
5. Provide a concluding statement or section that follows from and supports the argument presented.

Grades 9-10, Standard 2 (W.9-10.2)

Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
2. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
3. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
4. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5. Establish and maintain a formal style.
6. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade 8, Standard 3 (W.8.3)

Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

1. Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.
2. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
6. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grades 9-10, Standard 3 (W.9-10.3)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

1. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
2. Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
3. Use a variety of transition words, phrases and clauses to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
4. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
5. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Grade 8, Standard 4 (W.8.4)

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grade 8, Standard 5 (W.8.5)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)

Grade 8, Standard 6 (W.8.6)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

1. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
2. Use narrative techniques, such as dialogue, pacing, description, reflection and multipleplot lines, to develop experiences, events and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
4. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and /or characters.
5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Grades 9-10, Standard 4 (W.9-10.4)

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Grades 9-10, Standard 5 (W.9-10.5)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)

Grades 9-10, Standard 6 (W.9-10.6)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Grade 8, Standard 7 (W.8.7)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Grade 8, Standard 8 (W.8.8)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grade 8, Standard 9 (W.8.9)

Draw evidence from literary or informational texts to support analysis, reflection and research.

1. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new?").
2. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced?").

Grade 8, Standard 10 (W.8.10)

Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Grades 9-10, Standard 7 (W.9-10.7)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grades 9-10, Standard 8 (W.9-10.8)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Grades 9-10, Standard 9 (W.9-10.9)

Draw evidence from literary or informational texts to support analysis, reflection and research.

1. Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]?").
2. Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning?").

Grades 9-10, Standard 10 (W.9-10.10)

Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

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